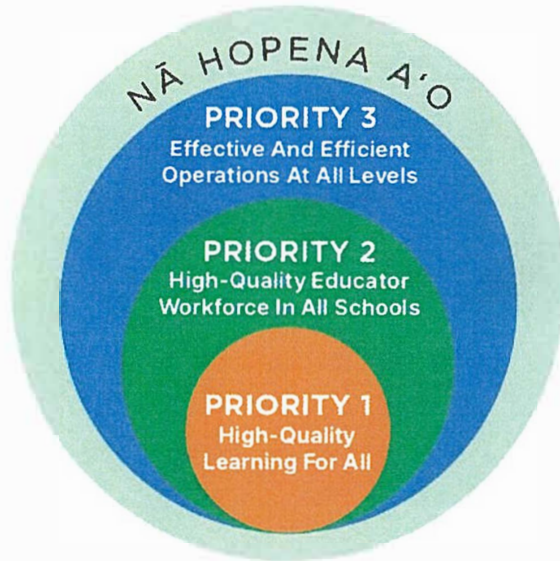


APR 16 2025

One-Year Academic Plan SY 2025-2026



Mauka Lani Elementary Academic Plan SY 2025-2026

92-1300 Panana Street, Kapolei, HI
(808) 305-8800
<https://www.maukalani.k12.hi.us/>

- ☒ Non-Title 1 School
 ☐ Title 1 School
 ☐ Kaiapuni School (Self Contained)
 ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Neil Battad	
	4/7/25

Approved by Complex Area Superintendent Sean Tajima	
	APR 21 2025

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
K-5	'20 myView Literacy ▾	enVision Mathematics Common Core ▾	STEMScopes	Teacher Created
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	Success Maker	Success Maker		

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.

☐ Panorama ☒ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-5	I-Ready ▾	I-Ready ▾
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2023

Type of Last Visit: Full Self-Study -

Year of Next Action: N/A

Type of Next Action: N/A

Year of Next Self-Study:

N/A

Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<u>Student Need:</u> Students need a cohesive educational journey with consistent practices and learning that builds upon itself year after year. <u>Root/Contributing cause(s):</u> Per a CNA conducted by MLES staff in February 2025, the following root causes were identified: • 1A - Previous lack of consistent curriculum across grade levels. While MLES has adopted My View for ELA and Envision for math school-wide in SY24-25, there continues to be a need for school-wide implementation of these curricula for students to build student academic skills and teacher vertical alignment from year to year. ○ This aligns with the identified areas of need from MLES's last WASC report in 2022. Per WASC, MLES needed to Identify core instructional practices expected in all classrooms and develop a plan to monitor their implementation and effectiveness in meeting learning targets/success criteria, engaging all learners, promoting critical thinking, and intervening using RTI blocks. • 1B - Need to implement RTI across the school to provide students with targeted instruction in their areas of need.
2	<u>Student Need:</u> Increase proficiency levels on State assessments in the areas of ELA, Math, and Science. <u>Root/Contributing cause(s):</u> • 2A - Need for cohesive curricular program from K-5

	• 2B -There is still a significant achievement gap between students on or above grade level and students one or two grade levels below • 2C - Lack of modeling with various assessment formats to prepare students for the academic rigor of standardized assessments
3	<u>Student Need:</u> Improve overall student attendance. <u>Root/Contributing cause(s):</u> Per a CNA conducted by MLES staff in February 2025, the following root causes were identified: • 3A - Promote the importance of consistent on-time attendance • 3B - Provide opportunities for parent engagement to strengthen our school community

In order to address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s). Enabling activities should address identified subgroup(s) and their needs.

1

Targeted Subgroup: Special Education: Special Education students are provided with targeted and specific programs and accommodations based on their identified needs. Special Education students are provided with an Individualized Education Plan which meets their needs and an educational setting conducive to their learning.

Identified Student Need(s): Students with special needs continue to struggle in all content areas. Special education students will receive differentiated instruction in the gen ed classroom.

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
Special Education	3.8%	4.1%	5.5%	0.0%	4.1%	0.0%	0.0%	0.0%	14.2%

2

Targeted Subgroup: English Language Learner: ELL population is provided with learning experiences that bridge their understanding of English language and increase their English proficiency. ELL students are provided with “in-class” and “pull-out” services dependent on their level of English proficiency.

Identified Student Need(s): English Language Learners continue to struggle in language arts and math.

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
English Learner	61.1%	38.8%	42.1%	33.3%	16.6%	21.0%	20.0%	33.3%	14.2%

3

Targeted Subgroup: Low SES: Due to their Socio-Economic status, our SES students are provided with accommodations, interventions, and access to resources to address their learning needs. Resources may include material items as well as tutoring support.

Identified Student Need(s): Disadvantaged students continue to struggle in all content areas.

	LANGUAGE ARTS			MATH			SCIENCE			
	SUBGROUP	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
	Disadvantaged	36.8%	34.1%	47%	22.9%	34.8%	33%	23.6%	34%	44.4%



Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	1B 2A	Kindergarten students will: • Be assessed on the KTEA assessment within the first 30 days of entering school. • Be assessed using the Kindergarten grade level assessment • Be assessed using the iReady Universal screener (Math and Reading) • Have access to Kinder Kick-Start or Kinder transition programs. PreK students enrolled at MLES will: • Work on identified goals in order to meet pre-readiness skills to enter Kindergarten. • Have opportunities to engage in current Kindergarten classes and programs to support readiness.	- KEA - Universal Screener - RTI data - Curriculum assessments - BAS Testing	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		All assessments will be utilized as data to determine kindergarten RTI groupings and curriculum map modifications. Accountable Leads: Nathan Takahashi, Elizabeth Loehr, Jessica Kam, Neil Battad		
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	1A 1B 2A	Students will: • Be assessed on the iReady universal screener. • Utilize Success Maker for a differentiated support system. • Continuous exposure and monitoring through AR Star Reading Assessment. Teachers will: • Utilize various assessments to track student progress towards grade-level standards. • Utilize common grade-level pacing maps. • Utilize common rubrics and grading. • Give timely feedback on student work • Read daily with small groups • Utilize the schoolwide curriculum for Reading. Students not on grade level in the area of Reading will be supported through the use of: • Differentiated instruction in the area of Reading • Assigned RTI groupings based on their reading skill ability (as determined by Admin/Teachers) • Parent communication on progress Accountable Leads: Nathan Takahashi, Elizabeth Loehr, Jessica Kam, Neil Battad	- iReady - Curriculum assessments - RTI Data - SBA 45.37% - BAS (K-2nd) - AR Data - SuccessMaker	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	1A 1B 2A	Students will: • Be assessed on the iReady universal screener. • Utilize Success Maker for a differentiated support system. Teachers will: • Utilize various assessments to track student progress towards grade-level standards. • Utilize common grade-level pacing maps. • Utilize common rubrics and grading. • Give timely feedback. • Utilize the schoolwide curriculum for Math. Students not on grade level in the area of Math will be supported through the use of: • Differentiated instruction in the area of Math • Assigned RTI groupings based on their Math skill ability (as determined by Admin/Teachers) Accountable Leads: Nathan Takahashi, Elizabeth Loehr, Jessica Kam, Neil Battad	- iReady - Curriculum assessments - RTI Data - SBA 43.84% - SuccessMaker	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	1A 1B 2A 2B 2C	All students will be supported through equitable opportunities and interventions. • All teachers in a grade level will utilize formative assessments (exit tickets, etc) to assess their students on an on-going basis. • All teachers will analyze student assessments to inform instruction. • All teachers will modify and/or scaffold lessons to improve student achievement. • All staff will check in on the well being of students. Accountable Leads: Nathan Takahashi, Elizabeth Loehr, Jessica Kam, Jaimi Dennis	- Articulation agenda/notes - Grade level pacing and maps - Formative and summative assessments - Panorama	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	2A	All students • Meet and Greet • Beginning of the School Year postcards. • Parent teacher conferences to communicate with families about students' progress towards meeting grade level expectations. Kindergarten: • Kinder Kick-Start • Kinder tour/Orientation 5th grade students are: • Exposed to Honouliuli Middle School expectations. • Exposed to Honouliuli Middle School classes, rotations, clubs, and activities. • Are invited to middle school transition events. New students: • Campus tour Special Education • Preschool Transition • Middle school transition meetings ◦ Parent/Team meeting for student placement Teachers will: • Continue to implement schoolwide curriculum to build a comprehensive K-5 academic program Accountable Leads: Cheryl Castillo, Kalani Lundgren, Jaimi Dennis	- Attendance sheets from school activities & events - transition meetings - Field Trip log (By grade level)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	3A 3B	All MLES teachers will follow the school-wide attendance protocol to proactively reach out to families prior to students reaching chronic levels of absenteeism. Attendance team (composed of Vice Principals, Counselors, School Social Worker, and Family Court Representative) will meet twice a month to reach out to families with attendance concerns in alignment with school-wide attendance protocol. MLES Staff will encourage attendance via: • Attendance initiatives (awards, incentives) • Targeted intervention plans for students with high levels of tardies and/or absences • Creating a school climate that is welcoming and supportive of all students (Choose Love, student ambassadors, etc) MLES will provide extra-curricular activities as an incentive for students to attend school to participate: • After school classes • Maker Club • Choose Love Ambassadors	-MLES Attendance Team Meeting Minutes	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		• Student Council • Intramural Sports Accountable Leads: Cheryl Castillo, Ray Lundgren, Jessica Kam, Elizabeth Loehr		
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>		Administration will ensure the use and understanding of a school-wide discipline procedure. Behavioral Matrix: - Matrix will be utilized in all areas of the school and by all staff and students. Staff will support and teach positive behaviors by: - Teachers will deliver weekly SEL classroom lessons (Choose Love). - Counselors will meet with students who are referred for behavioral concerns. - Staff will recognize students who display positive behaviors - Students can earn Choose Love certificates that they can redeem at the Aloha Shop at least once a month - Students will be recognized with quarterly Choose Love and GLO awards Student Opportunities - Students in grades 4 and 5 will have the opportunity to become "Choose Love Ambassadors" that help plan school wide activities to promote SEL themes and positive relationships (i.e. Fun Fridays, Awards Assemblies, etc) - Students in grades 4 and 5 will have the opportunity to run for election as Student Council members that help promote community engagement, school pride, and provide student input to SCC Accountable Leads: Cheryl Castillo, Kalani Lundgren, Jaimi Dennis	- Panorama - Referral data - MLES Behavioral Matrix - SEL lesson map	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	Develop the skills, behaviors and dispositions that are reminiscent of Hawai'i's unique context, and to honor the qualities and values of the indigenous language and culture of Hawai'i.	Students participate in: Belonging: • Family Nights • Daily affirmation • Extra Curricular Programs (Choose Love Ambassadors, Student Council, Intramural Sports, Math Competition Team, School Clubs) • Mauka Lani chant • Grade Level Rotations - Specials • School Fall Fest Responsibility: • Positive attendance incentives • Classroom jobs • GLO Awards Excellence: • Award Ceremonies • Achievement incentive (iready goals, etc) • Student council and representatives • Outstanding Keiki & Presidents award Aloha: • Choose Love Ambassadors • SEL lessons • Choose Love Certificates • Mahalograms • Community outreach activities - Fundraisers Total Well-Being: • Extra Curricular activities (i.e. soccer, volleyball, basketball, track, etc) • Boosterthon Fun Run • SEL Lessons • Wednesday Special Offerings • Grade Level programs - DARE (5th), Bike Ed (4th) • Physical Education Classes	School Notes and Events	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		● Recess Activity Stations at Fun Friday Hawaii: ● May Day ● Place-based field trips ● Aquaponics ● Mauka Lani Chant ● Hawaiian studies (K-2) Accountable Leads: Cheryl Castillo, Kalani Lundgren, Jaimi Dennis, Jessica Kam		
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	Students need to be exposed and engaged to career, community, and civic opportunities	Career Day - Students in grades K-3 participate in an annual career day event with community members coming to speak to students. - Students in grades 4 and 5 attend off-campus tours of community organizations. MLES provides students with opportunities to explore interests with after-school classes/clubs. Offerings may include: - Arts and Crafts - Basketball (Intramural team) - French - Japanese - Ilokano - Maker Club - Math Competition Team - Math Games - May Day Court - Music - Robotics - Sparkle Ambassadors - Soccer - Track (Intramural team)	- Event planning minutes - Club lists	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		• Volleyball • Word Work Student Leadership Opportunities • Students in grades 4 and 5 will have the opportunity to become "Choose Love Ambassadors" that help plan school wide activities to promote SEL themes and positive relationships (i.e. Fun Fridays, Awards Assemblies, etc) • Students in grades 4 and 5 will have the opportunity to run for election as Student Council members that help promote community engagement, school pride, and provide student input to SCC Civics Education • All students in second grade will participate in Civics education through Social Studies lessons that focus on the responsibilities of school, state, and national leaders. • All students in third grade will participate in research projects on different U.S. presidents. They will also discuss the election process in class. • All students in fifth grade will discuss how the ideals of the Declaration of Independence and their impact on our democracy. Accountable Leads: Nathan Takahashi, Cheryl Castillo, Kalani Lundgren, Jaimi Dennis, Jessica Kam		
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K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	Students need to be exposed to opportunities to explore and integrate their knowledge and build skill sets.	MLES provides students with opportunities to explore interests with after-school classes/clubs. Offerings may include: • Arts and Crafts • Basketball (Intramural team) • French • Japanese • Ilokano • Maker Club • Math Competition Team • Math Games • May Day Court • Music • Robotics • Sparkle Ambassadors • Soccer • Track (Intramural team) • Volleyball • Word Work MLES will begin exploring how to better align our specials, Career Fair, career exploration activities, and afterschool enrichment opportunities with the Kapolei High School Career Academies to build a K-12 continuum. We are involving the high school in our family nights to provide our scholars exposure to future opportunities and build a sense of community with our feeder high school. Examples may include: • Health Academy Students joining our Wellness Night • KHS Engineering Team joining our STEM Night • KHS MCJROTC participating in various events (i.e. Color Guard at May Day, P.T. stations at Wellness Nights)	- Out of school time enrichment activity lists	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		MLES Students participating in annual Arts and Communication Academy Showcase		
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Priority 2 High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
All teachers are provided with Effective Professional Development (PD)	1A 2A	Professional Development will focus on: - Curriculum (SAVVAS, MyView, enVision and Successmaker) - New teacher mentoring - Technology - Other (Suicide awareness, updated ELA Standards, Student Engagement, Whole Child Wellness, etc) *Professional development local and/or out of state Accountable Leads: Nathan Takahashi, Elizabeth Loehr, Jessica Kam, Neil Battad	- PD Agendas	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Professional Learning Communities (PLCs) address the learning needs of the faculty and staff <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i>	1A 2A	Grade level Articulation and PLCs will focus on: - Curriculum - Content Knowledge - Alignment of classroom assessments - Common Instructional Practices - Behavior concerns and peer reviews - Horizontal/Vertical alignment - RTI Beginning SPED teachers are encouraged to attend the district-sponsored SPED PLCs Academic Coach attends monthly CK Literacy Leaders meetings Monitoring Progress - Weekly walkthrough Accountable Leads: Nathan Takahashi, Elizabeth Loehr, Jessica Kam, Neil Battad	Articulation Meeting Minutes PLC agendas	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$
Instructional Coaches, mentors, and other academic leaders are provided with PD to improve capacity to lead others	Instructional Coaches, mentors, and other academic leaders need continuous skill development to assist others.	Professional Development for instructional leaders will focus on planning, implementing, and measuring high-quality professional coaching for staff success. *Professional development local and/or out of state Accountable Leads: Nathan Takahashi, Elizabeth Loehr, Jessica Kam, Neil Battad	PD agendas	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$



Priority 3

Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	The school needs to continue to engage with and invite families and the community.	Mauka Lani Elementary's School Community Council will: • Have representation from all role groups (Admin, Certificated, Classified, Student, Parent, Community). • Meet no less than quarterly. • Be presented and provide feedback on: ○ Financial Plan ○ Academic Plan ○ Waiver Request Accountable Leads: Elizabeth Loehr, Jessica Kam, Neil Battad	- SCC Agendas - SCC Sign-ins - SCC Principal survey	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> Reference the Identified School Needs section.	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed to execute the enabling activity.
Increase parent/family engagement opportunities and participation	The school needs to continue to engage with and invite families and the community.	Families and community members participate in: • Parent-Teacher Conferences • Family engagement nights/events • May Day • Quarterly Coffee Hour • SCC Meetings • Quarterly Assemblies • Meet and Greet Parents will be: • Provided opportunities to give input and suggestions for school events for parents and students. • Provided various opportunities to be involved in their children's as well as their own learning. The school will: • Track parent participation and feedback and use the data to plan for future events. • Create a welcoming environment for parents to feel comfortable asking questions and sharing their concerns.	- Family Engagement Agendas - SCC Agendas - Attendee Event Sign-in - Parent surveys and results	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$

		• Provide training and support to parents to help them understand how to support their child's learning. Accountable Leads: All		
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★ Other Systems of Support

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this? Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.												
The school will have in place and utilize additional systems of support for students.	The school needs to support the academic and social emotional needs of all students.]	Structure/System: - All teachers will utilize a MTSS system/structure that includes Tier 1, 2, and 3 supports. - Establishing a system for tracking student progress and providing early intervention for students who are struggling. - All teachers will monitor student data and analyze patterns to proactively intervene. - Student Support Meetings Communication: <table><tr><td>Class Dojo</td><td>Email</td><td>Planners</td><td>Phone calls</td></tr><tr><td>Notes home</td><td>Report cards</td><td>Marquee</td><td>Instagram</td></tr><tr><td>School Messenger</td><td>School website</td><td>Weekly Newsletter</td><td>Parent Teacher Conference s</td></tr></table> Accountable Leads: All	Class Dojo	Email	Planners	Phone calls	Notes home	Report cards	Marquee	Instagram	School Messenger	School website	Weekly Newsletter	Parent Teacher Conference s	- RTI Documentation - Student progress tracking system - Data Teams	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$
Class Dojo	Email	Planners	Phone calls													
Notes home	Report cards	Marquee	Instagram													
School Messenger	School website	Weekly Newsletter	Parent Teacher Conference s													

APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Mauka Lani Elementary's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

1,095

Did your school submit a SCC Waiver Request Form? Please explain.

Yes - 3 Days. Requested days were to implement new ELA and Math curriculum due the the DOE's Viable Curriculum requirement and to in-service teachers on the new ELA standards.

Bell Schedule: [Mauka Lani Elementary Bell Schedule](#)